Research Proposal of the Thesis Entitled

Predicting ICT usages intention: An empirical investigation of Education sector in Gujarat

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Introduction

The present study aims to undertake a comprehensive exploration into the multifaceted ramifications of the unprecedented COVID-19 pandemic on the realm of education, with a particular focus on the intricate intricacies and nuances surrounding the paradigm shift towards remote or hybrid learning models. By delving deeper into this complex subject matter, we seek to unravel the intricate tapestry of challenges, opportunities, and transformations that have emerged as a result of this global crisis, shedding light on the various dimensions that have shaped the educational landscape in these tumultuous times (Haleem et al., 2020). Through a meticulous examination of the available literature, empirical evidence, and expert insights, we endeavor to provide a comprehensive analysis of the profound impact of the pandemic on education, elucidating the intricate mechanisms and dynamics that have influenced the transition to remote or hybrid learning models.

The examination of the application and incorporation of technological advancements in the realm of higher education holds significant pertinence within the contemporary landscape, owing to a multitude of compelling justifications. This assertion underscores the multifaceted significance of the subject matter at hand. The escalating ubiquity of technological advancements within contemporary society constitutes the fundamental basis for the aforementioned significance that has been expounded upon. The present study endeavours to assess the ramifications of the COVID-19 pandemic on the educational milieu, with a specific focus on the profound transition towards online and remote pedagogy as the primary domain of inquiry. The primary objective of this scholarly investigation is to scrutinise the ramifications stemming from the expeditious assimilation of technological advancements on the outcomes

of educational pursuits, as well as to discern the potential manifestations of these effects in forthcoming times. By conducting a comprehensive examination of this subject matter, our objective is to attain a profound understanding of the diverse consequences that have emerged as a direct consequence of the seismic perturbation in educational policies and procedures that has transpired in contemporary times (Souri et al., 2018). The present endeavour shall be undertaken with the optimistic anticipation that the desired objective shall be successfully attained. Moreover, in light of the prevailing inclination observed within educational establishments to adopt hybrid pedagogical frameworks amalgamating online and in-person instructional modalities, it becomes increasingly imperative to acquire a comprehensive comprehension of the effectiveness of such amalgamated instructional approaches, with the ultimate aim of enhancing the calibre of students le arning encounters. The rationale underlying the utilisation of hybrid learning models resides in their capacity to amalgamate the pedagogical advantages of both online and in-person instructional modalities. The present discourse aims to explicate the overarching rationale behind the prevalent adoption of hybrid learning models within the contemporary educational milieu. These models, characterised by their adeptness in amalgamating diverse instructional modalities encompassing both online and face-to-face components, exhibit a remarkable capacity to engender successful educational outcomes (Ul-Hameed et al., 2019).

Moreover, the incorporation of technological advancements in the realm of higher education holds the potential to mitigate educational disparities and enhance the accessibility of superior education for students grappling with conventional modes of knowledge assimilation. The potential for positive transformation within the realm of education is inherently linked to the incorporation of technological advancements. The present assertion is predicated upon the notion that technology possesses the capacity to assist students in surmounting the obstacles

they encounter during the pursuit of knowledge within conventional educational environments. The aforementioned concept serves as the fundamental underpinning for the present discourse. In order to realise the objective of establishing an educational milieu that emanates an elevated sense of inclusivity, a collaborative endeavour among scholars, educators, and policy makers may be undertaken to undertake a comprehensive investigation into the potential utilisation of technology as a means to foster parity and inclusiveness within the pedagogical domain. The proposed investigation shall be conducted within the framework of a collaborative endeavour (Wong et al., 2018).

The present inquiry delves into the realm of educational innovation, scrutinising the intricate matters pertaining to the effective deployment of nascent technologies and pioneering pedagogical methodologies to foster advancement within the domain of scholarly investigation. The present inquiry endeavours to enhance our comprehension of student engagement and retention, with the ultimate objective of furnishing valuable insights into the impact of technology on student motivation, satisfaction, and academic attainment (Wu et al., 2018).

The integration of technological advancements within the realm of education engenders a plethora of prospects and concomitant obstacles for the pedagogical faculty. The primary objective of this scholarly inquiry is to conduct a comprehensive examination of the potential ramifications stemming from the integration of technology within educational settings, specifically in relation to pedagogical methodologies and the process of knowledge acquisition. The primary objective of this scholarly investigation is to ascertain the optimal strategies and approaches that can be employed to enhance the level of readiness among academic personnel in the domain of technology integration. The primary objective of this inquiry is to conduct an exhaustive examination of the multifarious modalities through which technology is presently being integrated into educational and intellectual domains. The present study aims to assess the

potential impact of professional development initiatives on the pedagogical proficiency of faculty members in relation to the incorporation of technology into their instructional methodologies. By means of an exhaustive examination of pertinent scholarly literature and empirical evidence, the present investigation endeavours to make a scholarly contribution to the extant corpus of knowledge pertaining to the assimilation of technology in the realm of education. The present endeavour is undertaken with the explicit purpose of augmenting the extant corpus of knowledge. Moreover, the outcomes of this investigation are anticipated to yield novel and enlightening insights that can be effectively utilised by pedagogues, administrators, and policymakers. The proposal mentioned above serves as a guiding paradigm for educational institutions, facilitating the efficient allocation of resources and ensuring that investments in technological advancements yield the anticipated educational outcomes. The aforementioned proposition, in its essence, guarantees that educational establishments possess the capability to optimise their return on investment in the realm of technological advancements (Youssef and Dahmani, 2008).

Moreover, in light of the current emphasis placed by enterprises on cultivating robust digital proficiencies in newly minted university alumni, it becomes imperative to possess a comprehensive comprehension of the intricacies entailed in the integration of technology within the milieu of tertiary education. Educational institutions possess the capacity to align their curriculum with the ever-evolving demands of the business environment by virtue of their possession of pertinent information, thereby facilitating such harmonisation. The provision of key skills necessary for successful navigation of the employment market is a direct consequence of this phenomenon (Munir et al., 2018).

The present discourse assumes the role of a crucial compendium, indispensably fulfilling its obligation to sustain the perpetual competitiveness of institutions of higher learning in the global sphere. The primary objective of this position is to ascertain that institutions of higher

education are able to sustain their competitive edge in the prevailing landscape. Through the identification and analysis of efficacious methodologies pertaining to the utilisation of technological advancements, educational establishments possess an inherent capability to allure a heterogeneous assemblage of students hailing from diverse geographical locations. The aforementioned objective is achieved through the facilitation of a diverse array of pedagogical prospects. Leveraging technological advancements to ones advantage holds the potential to facilitate the attainment of this objective, thereby warranting its inclusion among the highest echelons of ones priorities (Mushtaq et al., 2018).

In summary, the culmination of this investigation possesses the capacity to return a substantial and noteworthy contribution to the advancement of novel policies, owing to the novel and enlightening perspectives it offers. The present inquiry endeavours to furnish the necessary data for the establishment of all-encompassing frameworks and policies aimed at facilitating the integration of technology and fostering educational innovation. The present endeavour shall be duly achieved through the systematic dissemination of scholarly inquiry, fortified by the rigorous substantiation derived from empirical observations and data.

The present investigation is centred on the integration of technological advancements within the domain of higher education. The primary objective of this inquiry is to elucidate the intricacies and prospects engendered by the advent of the digital era. In pursuit of the aforementioned objective, the aforementioned action endeavours to guide educational institutions towards a continuous trajectory of enhancement and distinctiveness. The aforementioned development serves as a catalyst for these establishments to offer a more refined and advanced level of knowledge dissemination within a milieu that is distinguished by swift and uninterrupted transformation (Kagoya, 2018).

Literature Review

The integration of the internet, namely the World Wide Web (referred to as "the Web"), has emerged as a prominent phenomenon in contemporary management education (Chen, Newman, Newman, & Rada, 1998; Dillon, 2000; Dos Santos & Wright, 2001; Green & Gilbert, 1995; Ives & Jarvenpaa, 1996). The use of Internet-based teaching tools inside business schools presents a range of potential obstacles and advantages.

The primary problems primarily pertain to the potential obsolescence of traditional teaching techniques and technologies in light of a business student population that is becoming more adept in technology, as well as the increasing rivalry posed by online institutions that provide management degrees (Bilimoria, 1997; Ives & Jarvenpaa, 1996).

In contrast, the utilization of the Internet offers various prospects, such as utilizing the reputation of a business school to attract students from different geographical regions through online courses, incorporating online components into traditional face-to-face classes to enhance the educational process, and improving effectiveness and support services for students (Dos Santos & Wright, 2001; Parikh & Verma, 2002; Salmon, 2000). It is unsurprising that business schools are making significant investments in developing Web-based teaching tools, considering the advantages they provide (Dos Santos & Wright, 2001). There are various potential advantages associated with the use of the Internet in the field of education. First and foremost, this enables business schools to leverage their brand image and provide online courses to students who are located in different geographical locations. This effectively expands the student population beyond the confines of conventional geographic boundaries. Furthermore, the use of the Internet has the potential to enhance the reach of conventional face-to-face educational sessions by digitally expanding the educational environment. Additionally, the use of this technology facilitates a noticeable improvement in operational efficiency and

the provision of increased services to students (Dos Santos & Wright, 2001; Parikh & Verma, 2002; Salmon, 2000).

A Content Management System (CMS) is an amalgamation of various information and communication technologies encompassing bulletin boards, chat rooms, content repositories, e-mail, instant messaging, and document-sharing systems. These technologies collectively facilitate the conversion of multiple paper-based, synchronous, and face-to-face instructional processes into digital, asynchronous, and online counterparts, thereby eliminating the need for physical documents and enabling remote collaboration. The subject of utilizing the Internet as a platform for delivering management education has garnered significant scholarly interest, with a predominant focus on comparing its efficacy to conventional modes of management education (Alavi, 1994; Scifres, Gundersen, & Behara, 1998) and comprehending the determinants of successful online instruction in management courses (Arbaugh, 2000; Salmon, 2000). In recent years, there has been a notable shift in research focus towards the utilization of Web-based course management systems (CMSs) in the context of traditional classroom-based management courses. This emerging area of investigation aims to enhance our comprehension of the factors that contribute to the successful implementation of CMSs in such educational settings. Noteworthy contributions to this line of inquiry include the works of Bilimoria (1997), Human, Kilbourne, Clark, Shriberg, and Cunningham (1999), Jones and Rice (2000), Meisel and Marx (1999), Miesing (1998), as well as Parikh and Verma (2002). The development of a comprehensive understanding of the incorporation of the Web into management education is of utmost importance. Both anecdotal and research evidence strongly indicate that this particular mode of integration of the Web into management education is poised to become a prevailing issue for management educators, particularly in the immediate future. This assertion is supported by various scholarly works, including but not limited to the

studies conducted by Cohen and Lippert (1999), Dos Santos and Wright (2001), Miesing (1998), Parikh and Verma (2002), and Shrivastava (1999).

The existing body of research on management education has yielded significant findings regarding the effectiveness of purely online instruction as a pedagogical tool. However, it is important to note that while online instruction has proven to be useful, it is not sufficient in adequately imparting the complex interpersonal, conceptual, and analytical skills that are integral to a comprehensive management education. This assertion is supported by the works of Bigelow (1999), Dos Santos and Wright (2001), Miesing (1998), Salmon (2000), and Scifres et al. (1998). In the scholarly discourse surrounding computer-based instruction, Cohen and Lippert (1999: 745) have expressed their perspective on its potential utility. Specifically, they have posited that while computer-based instruction may prove advantageous in the context of skills-based training, its efficacy may be limited when it comes to fostering creative thinking or facilitating general management education.

Numerous academics have posited the notion that rather than wholly supplanting conventional pedagogy with digital instruction, a potentially advantageous alternative would be to amalgamate both modalities via the implementation of mixed-mode instruction. The present study proposes the utilization of the World Wide Web as a means to augment the conventional mode of in-person pedagogy, as supported by the scholarly works of Bigelow (1999), Bilimoria (1997), Dos Santos and Wright (2001), Human et al. (1999), Miesing (1998), Parikh and Verma (2002), and Salmon (2000). The hybrid approach, as commonly observed in educational settings, entails the integration of conventional face-to-face instruction with the utilization of a Course Management System (CMS). This particular system facilitates the extension of course-related discussions beyond the confines of the physical classroom, enables collaborative online group work, and provides students with convenient access to course materials and grades,

among various other functionalities (Bigelow, 1999; Dos Santos & Wright, 2001; Fredickson, 1999; Shrivastava, 1999).

The integration of emerging technologies with traditional teaching methods has been identified as a potentially advantageous approach in the field of management education (Bilimoria, 1997; Dos Santos & Wright, 2001; Salmon, 2000). The delegation of administrative and informational responsibilities pertaining to pedagogy to a comprehensive content management system (CMS) has the potential to liberate valuable instructional time, thereby affording students the opportunity to concentrate on the cultivation and refinement of interpersonal and communication proficiencies, which have been identified as pivotal factors contributing to the attainment of managerial triumph. The optimal refinement of such skills is achieved through direct interpersonal engagement, as evidenced by the scholarly works of Bigelow (1999), Dos Santos and Wright (2001), and Scifres et al. (1998). In the realm of higher education, the integration of a course management system (CMS) into traditional pedagogical approaches has emerged as a potential avenue for augmenting student engagement and elevating the quality of discussions. This proposition finds support in the scholarly work of Bilimoria (1997) and Dos Santos & Wright (2001), who have explored the potential benefits of incorporating CMS into the educational landscape.

Through the facilitation of an active learning process, the utilization of a Content Management System (CMS) has the potential to foster the acquisition and refinement of technological and communication proficiencies among students, thereby equipping them with the necessary aptitudes for engaging in computer-mediated interaction within professional settings (Meisel & Marx, 1999). In the realm of higher education, it has been observed that the utilization of a Content Management System (CMS) holds the potential to mitigate the necessity for physical lectures and meetings within the context of part-time and executive Master of Business

Administration (MBA) programs, which have gained significant popularity within the United States esteemed business schools (Dos Santos & Wright, 2001).

The utilization of Content Management Systems (CMS) within the realm of business school administration has garnered significant attention and generated a sense of enthusiasm among administrators and select faculty members. However, it is worth noting that the responses from students regarding this implementation have been varied, as evidenced by the scholarly works of Arbaugh (2000), Bilimoria (1997), Leidner and Jarvenpaa (1995), Miesing (1998), and Salmon (2000). The present study examines the outcomes of an experimental intervention employing a Content Management System (CMS) as a means to foster discourse pertaining to academic concepts beyond the confines of the traditional classroom setting. The investigation has produced a range of heterogeneous findings, thereby necessitating a comprehensive analysis of the obtained data.

The study conducted by Scifres et al. (1998) revealed that the level of student engagement in CMS-supported out-of-class discussions did not meet the initial expectations. This finding suggests that the acceptance of Web-based enhancements in management courses by students was suboptimal. However, it has been observed in previous research that there exist varying levels of acceptance rates. This phenomenon was highlighted in the study conducted by Bilimoria (1997) within the context of a compulsory MBA organizational behavior course. Similarly, Parikh and Verma (2002) also documented comparable findings in multiple undergraduate business courses. The existence of divergent outcomes pertaining to this pivotal determinant of effective CMS implementation has engendered a demand for further investigation, preferably grounded in theoretical frameworks, into the factors that shape students reactions to such systems within the context of management courses (Arbaugh, 2000; Bilimoria, 1997; Miesing, 1998).

The acceptance and utilization of a Content Management System (CMS) by students play a pivotal role in the effective implementation of this technological innovation, which is consistent with the customary pattern observed in the adoption of novel information technologies. The issue of acceptance, although less prominent in fully online courses that rely solely on web-based delivery methods, assumes critical significance in mixed-mode courses that incorporate a course management system (CMS) to complement face-to-face instruction. In this academic setting, it is frequently observed that students are provided with the alternative to revert back to the conventional, face-to-face methodology, which the Course Management System (CMS) endeavors to enhance or supplant. Henceforth, the pivotality of student acceptance becomes evident in facilitating a seamless transition or amplification of specific activities to the Course Management System (CMS), thereby ensuring the successful integration of the World Wide Web into the educational realm (Arbaugh, 2000; Fredickson, 1999; Lightfoot, 2000; Miesing, 1998).

Research Objectives

Objective of the research classified into two broad categories, one is primary objective and to secondary objectives (Bhatt, 2021a). The present study was conducted considering the following objectives:

1. To study the factors affecting educators' attitude and intention towards in applying information technology in educational institutions.
2. To examine the impact of factors affecting educators' attitude and intention towards ICT in educational institute.
3. To investigate the mediating role of ease of use and user experience in educators' intention towards applying ICT.

4. To assess the categorical moderating effect of gender, age, designations, educators' intention towards ICT in education tools.

Problem Identification

Given the strong emphasis placed by business schools on incorporating the Internet into their educational programs, scholars in the field of management education, in collaboration with academic administrators, are currently engaged in efforts to develop a thorough understanding of the factors that impact the successful implementation of Content Management Systems (CMSs). The primary objective of this study is to provide a significant addition to the current corpus of knowledge by integrating well-established research in the domains of management education, technology acceptability, and change implementation. The objective of this study is to develop and evaluate a complete theoretical framework that investigates students adoption of Content Management Systems (CMSs) in the field of management education. The present study aims to fill the gap in existing literature by examining the importance of incorporating theoretical frameworks in research pertaining to the often neglected or presumed factor of student acceptance in the effective deployment of web-based instructional technologies in the field of management education. Previous studies conducted by Arbaugh (2000), Miesing (1998), Parikh and Verma (2002), and Salmon (2000) have also highlighted the significance of this element.

Research Questions

The review of the relevant literature led to the discovery of the following gaps in the research. The majority of the study work that has been done had its primary focus on the many different elements that influence investing (Bhatt and Rawal, 2020). Nevertheless, very few academic researchers have focused on the behaviors of educators. This investigation is one of a kind since it not only investigates the effects of investing cognitive components but also tries to find

out how these characteristics have an effect on key stake holder's behavior. When dealing with these characteristics, the following questions come up when reviewing the literature review.

- What are the many aspects that exert effect on educators inte ntions to use information and communication technology (ICT) inside educational institutions?
- How do these characteristics exhibit interdependence in influencing the educators inclination towards using information and communication technology (ICT) inside educational institutions?
- What is the role of mediating variables like ease of use and user experience in intention to use ICT in education field?
- What is the impact of the moderators gender on the determination of educators desire to utilize information and communication technology (ICT) as instructional strategies and tools?
- What is the impact of the moderators age in determining the educator's role of information technology in education?
- What is the goal behind the usage of information and communication technology (ICT)?

Hypothesis

H1: Perceived intention to use significantly influence usefulness regarding adoption of technology in education system.

H2: Perceived encouragement significantly influence regarding adoption of technology in education system.

H3: Peer encouragement significantly influence regarding adoption of technology in education system.

H4: Awareness of capabilities significantly influence perceived usefulness regarding adoption of technology in education system.

H5: Access to the system significantly influence perceived usefulness regarding adoption of technology in education system.

H6: Availability of technical support significantly influence perceived usefulness regarding adoption of technology in education system.

H7: Prior experience with computers and ICT significantly influence perceived usefulness regarding adoption of technology in education system.

H8: Perceived usefulness having significant influence on intention of use technology in education system.

H9 : Perceived ease of use significantly influence on intention to use technology in education system.

Research Methodology

The present study draws upon prior research and known ideas and assumptions in the field of ICT application in educational institutes. The use of a quantitative research design would be more advantageous in this study as it facilitates the assessment of educator's desire to adopt ICT applications. Questionnaire & Survey method is used for collecting the data.

The use of a questionnaire which consists of certain applicable questions related to the topic.

The relevant Sampling approach will be used to acquire data for this research and possible answers were given by the respondents.

Hypothesis will be tested using the relevant tests like Chi-Square, AVE, CFA, SEM etc. The test results will form a vital component when the researcher does the analysis & conclusions.

While some of the mediating effects and specific indirect effects are also considered to test the hypothesis in this study.

This is the study where our entire structured questionnaire content forty-four number of statements, a total of 1000 questionnaires will send for data collection.

Expected Outcome of the study

The current study adheres to the recognized norms of academic research and effectively meets all the essential requirements related to the measurement model. The criteria described above contain the essential elements of reliability, convergent validity, and discriminant validity. After conducting a comprehensive analysis of the measurement model, structural model, and path analysis outcomes, it has become apparent that the construct of AWS (awareness of capabilities) emerges as the primary predictor of perceived usefulness in the context of technology adoption within educational systems. Regardless of the particular area of inquiry, whether it is the measurement model, the structural model, or both, the aforementioned assertion remains valid. After a thorough investigation of the measurement model, structural model, and data collected via route analysis, the aforementioned result was appropriately arrived at. The variable ACT, which stands for "access to systems," is shown to be the second-to-last predictor in terms of its importance. This research aimed to examine the key factors that influence people behavioral intents to adopt a certain technology, specifically focusing on Perceived Intention to Use (PIU), Peer Encouragement (PET), and Perceived Encouragement of Faculty (PEN). The examination of these constructs has been thoroughly explored in scholarly works and has been shown to have a significant impact on people attitudes and intentions about the use of technology. Hence, it is crucial to scrutinize their impact within the framework of this study. Within the scope of the current study, the variable associated with the accessibility of technical support demonstrates a marginal impact on the final outcome.

The current research aims to investigate the influence of technology on its intended usage, with a particular emphasis on the combined qualities of user-friendliness and usefulness. The main aim of this study effort is to determine the relative contributions made by different components in relation to the overall positive influence of technology. The primary objective of this research is to provide a thorough comprehension of the direct influence produced by several elements, including simplicity of use, utility, and intended application, on the adoption of technology. The objective of this study is to examine the complex correlation among these three fundamental factors and the final objective for which the technology is supposed to be used. However, it is crucial to recognize that when integrating technology into the educational system, the importance of user-friendliness has shown a somewhat larger relevance compared to usefulness. The current issue requires careful deliberation.

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